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extent the "proletariat" is represented as "striking at the wealth of the community," while wealth is too readily accepted as a trustworthy evidence of intelligence and public spirit. Nevertheless keen analysis abounds, and both diagnosis and prescription well merit consideration. That the prompt application of several of the remedies would have salutary effects admits of no doubt.

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*Report of the Educational Commission of the City of Chicago*, pp. xvi, 248. Chicago, 1899.

The radical and far-reaching improvements in the school system urged in the Report of the Chicago Educational Commission \* embody the conclusions of advanced educators and are based on the experience of many cities. The investigation in Chicago brought to light "defects so vital that criticism would have been heard in larger measure from the people if an inadequate plan of administration had not left them in comparative ignorance of conditions." The result of a year's work, by a commission representative of the Board of Education, the City Council, and outside citizens, is an outline of statutory organization, rules of government, and principles of development for a city school system.

The theme of the report seems to be that present results are not proportionate to the time, the effort, and the money that are being expended by the Board and its professional employes as well as by the children.

The application of business principles to school administration which leads the commission to separate legislative from executive duties, is the most important recommendation in the report. The powers and duties assigned by the Commission, respectively, to the board and its executives, are such as to concentrate authority and responsibility in the same hands. The freedom of the board from petty details is also intended to secure for it the membership of those citizens best able to mould educational policy. The exceedingly high standards of qualification by which the appointment, promotion, and discharge of the teaching force are to be determined should assure favorable conditions for the progress of education.

Having eliminated defects in the machinery of the system by a new organization, attention is turned to the course of study. The curriculum is declared to be overcrowded. The course is to be simplified, unified, and made flexible as to promotions. It is to be enriched by the addition of constructive work, and facilitated by kindergarten training.

\* Chicago, 1899.

The need for arousing a spirit of enthusiasm in the teachers is recognized. In order to stimulate professional advance, opportunities for growth and training are increased. An impartial and competent examining board is to insure fair treatment. A salary schedule graded according to proved efficiency, and a wide latitude of rights and privileges, are to encourage thoughtful work.

The establishment of intimate relations between the schools and the general public is the third and last resource of the commission in the accomplishment of its purpose. A free lecture system, suggested by the commission as a means of adult education, has in other cities aroused an interest in municipal life and government. The Report has met with sufficient apathy or opposition in Chicago to show how wide is the present chasm between parents and the school administration. "Resident Commissioners" are to fill this breach. The value and need of a Public Education Association seem forgotten. To prevent the system from becoming self-centred and to obtain helpful criticism, provision is, however, made in the appointment of expert "inspectors."

If the report disappoints the reader at all, it is in some lack of philosophical breadth and scientific method. For the first, although its scheme is clear and its scope wide, there are notable omissions in the physical side of education. The mental, moral, and physical development of the child through his instinct for play; school hygiene; medical inspection of school children; and provision for defectives: all are practically unnoticed. For the second, although the style of the report is direct and logical, there is a lack of first-hand observation which lessens its power to carry conviction. The recommendations of the commission are, nevertheless, reasonable and authoritative. The problems of Chicago's schools are the problems of every large American city, and the report is a contribution to the literature of the subject that will be of more than local value.

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*Jared Sparks and Alexis de Tocqueville.* By HERBERT B. ADAMS.  
Pp. 49. Baltimore: The Johns Hopkins Press, 1898.

In this monograph Professor Adams has printed a series of letters exchanged between Jared Sparks and Alexis de Tocqueville during the years from 1831 to 1858. Among them is an elaborate paper by Sparks upon "The Government of Towns in Massachusetts." Aside from the light which these papers throw upon the source of a good deal of Tocqueville's information regarding New England towns, they are of interest in setting forth Sparks' theory of town origin